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ABSTRACT

Because of a lack of training, most adolescent mothers are not prepared to live independently. Accordingly, a learning program was designed to improve training for adolescent mothers to better prepare them for living independently. The learning program, implemented in 10 weeks, consisted of eight training sessions geared to the areas of basic life skills, such as obtaining services, money management, employment, transportation, housing, meal preparation, home maintenance, and leisure time activities. Each session focused on specific goals and was conducted by professionals within the community. The participants completed a pretest/posttest and a pre/post-survey evaluating their perceptions of their skills. The pre/post-survey was also completed by the case manager of the young mothers. The mothers exhibited improved lifeskills as evidenced by their scores on the pretests/posttests and also appeared to have improved their self-images and how others perceived their lifeskills through their participation in the program. (Author/TE)

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ED309377

Implementation of a Learning Program to Train Adolescent Mothers to Live Independently

by

Kathie Brown

Cohort 28

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A Practicum Report Presented to the National Masters Program for Child Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science

NOVA UNIVERSITY

1989

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I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

3/2/89
Date

Signature of Student

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Abstract

Implementation of a Learning Program to Train Adolescent Mothers to Live Independently. Brown, Kathie H., 1988: Practicum Proposal, Nova University, Masters Program for Child Care Administrators. Descriptors: Early Parenthood / Unwed Mothers / One Parent Family / Learning Modules / Daily Living Skills / Parenting Skills / Parenthood Education / Childrearing / Parent Child Relationship / Illegitimate Births / Fatherless Family / Youth Problems / Curriculum Guides

Because of a lack of training, adolescent mothers are not prepared to live independently.

The writer designed and implemented a learning program designed to improve training for adolescent mothers to better prepare them for the task of living independently. The learning program was implemented in ten weeks and consisted of eight training sessions geared to the areas of basic lifeskills, such as obtaining services, money management, employment, transportation, housing, meal preparation, home maintenance and leisure time activities. Each session focused on specific goals and was conducted by professionals within the community. The participants completed a pretest/posttest and a pre/post-survey evaluating their perceptions of their skills. The pre/post-survey was also completed by the casemanager of the young mothers.

Chapter 1

INTRODUCTION

The agency is a licensed treatment facility providing a series of connected services for single and adolescent young females who are pregnant or parenting. The agency offers a continuum of care for these young women, their infants and families. Major program components include: residential maternity care, mother-infant aftercare, independent living and home-based outreach services. An on-grounds alternative school and infant "day" care augment these programs.

The residential program houses forty-two pregnant or parenting young females and their infants. Pregnant women are encouraged to enter the program as early as possible to ensure adequate prenatal care, education and counseling. Young women of all ages are eligible for care and the ages of clients has ranged from eleven through thirty-five. The average age of maternity residents is 18.11 years. The mother-infant aftercare program provides services for up to eighteen months after delivery. The average age in this program is 16 years.

The outreach services provide in-home assessment and teaching of parenting skills. They also provide a necessary link to community based services and work with the young mom until she can function independently. The Independent Living Program is licensed, but currently inactive.

The agency is private, non-profit and functions on an annual budget of $779,151. Approximately 70% of this funding is

generated through perdiem reimbursements by the Department of Human Services. The Home's endowment and community donations, generate $79,500 annually. The home-based services are funded by a Title XX grant, Juvenile Justice Delinquency Prevention grant, Community Development Block grant, United Way and community donations.

The writer is the Assistant Executive Director of the agency and is responsible for ensuring all program components of the continuum of care are functioning and meet licensing standards, and assists the Executive Director in administrative activities including work with the Board of Directors, budgeting, fundraising and program development. As Assistant Executive Director of the agency, the writer is also responsible for the overall supervision of staff in each program area, coordinates and has direct responsibility for ensuring their success in providing quality service to the children served, and has the ability to institute program changes or improvements as necessary and to monitor their success or failure.

The young moms each have an individualized service plan which outlines specific goals and objectives to be achieved during their stay. Time frames, responsible parties and goal measurement criteria are also specified. Parenting education is addressed through classes and weekly individual sessions. However, the young mothers do not seem to be adequately prepared for the complex task of independent, productive community living and many experience difficulties, once they leave the program.

Chapter 2

STUDY OF THE PROBLEM

Problem Definition

The adolescent mothers in placement should be adequately prepared to enter into an independent living setting, but are not. The discrepancy appears to be a lack of focused training and preparation. The young mothers are not receiving necessary training to prepare them for independent living. Independent Living Programs in general are a relatively new and evolving concept.

Evidence

The in-home services component of the program has documented that ten adolescent mothers in the past twelve months have failed in independent living because of inadequate preparation. The Department of Human Services states that young people in residential care throughout the state are failing in independent living because they have not been adequately prepared while in placement. Many of these young people have been returned to residential care.

The Independent Living Program of this agency is not functioning because the two adolescent mothers placed in the program were not prepared to live independently. The young women were returned to more supervised settings.

Analysis of Causes

The Coordinator of the Outreach Program cite one major cause for young mothers failing in independent living. Experience shows a dependence, by the young mothers, on the residential setting. The young moms have not learned how to do tasks for themselves. They, instead, are dependent on the residential staff to carry out or, assist in carrying out, tasks for them (Wharton, 1988).

The State Department of Human Services expresses a concern that young people are failing in independent living settings because of a dependence on the social welfare system. The Assistant Director of Purchase of Service Contracts in the state office talked with the writer about the problem. Grave concern was expressed over residential programs not stressing and teaching independence in the residential setting. This state Director sees young people failing because they have not been adequately trained to function independently (Crump, 1988).

The Social Service Coordinator of the agency's Independent Living Program suggests the program failed because the young moms were not prepared to live alone before they left residential care. The Coordinator expressed a concern that the young moms were moved into independent living after completing eight weeks of mother-infant aftercare, yet they had received no formal training on living independently (McCormick, 1988).

Relationship to the Literature

The literature strongly supports the idea that adolescent mothers are not prepared to live independently. Adolescent pregnancy has many serious ramifications, including serious health

problems, lack of formal education and a dependence on social welfare (Adolescent Pregnancy & Parenting State Task Force, 1987). Many of these young women live below the national poverty level (Sessars, 1981). Cartoof (1982) recognizes that a young mom who moves into independent living before being properly prepared jeopardizes the future development of both herself and her child. These young women risk prolonged residence in poor housing, unemployment, inadequate support systems and the inability to further their education (Auletta, 1984). Lack of "survival skills" causes dependence on the social service system and an inability of the adolescent mother to adequately meet her needs and the needs of her child (Knauss and Nelson, 1986). In a study by Furstenburg (1980) 70% of the young moms who entered independent living without proper preparation developed multiple complications which caused a return to supervised living.

When young mothers are not prepared for independent living, they have few skills to rely upon to be successful. An inability to balance a budget, set priorities, purchase food or connect with appropriate community resources, places the young mom at a severe disadvantage. She becomes progressively more ingrained in poverty, depressed and loses more self-esteem (State Task Force, 1987). The infant is placed in increased jeopardy of abuse and/or neglect and the vicious cycle is perpetuated (Adolescent Pregnancy, Parenting Task Force, 1987). According to Barr (1980) young parents strive to provide for their children. Due to immaturity, low self-confidence and lack of training, it becomes difficult to be a successful teen parent (Barr, 1980). Teen parenting is a

very difficult task for the most well-adjusted child with multiple support systems. Children familiar to the foster care system have usually not established adequate support care networks (Barr, 1980). In a manner of speaking, they become "victims" of the social welfare system and the poverty cycle because they have little training to learn to live differently.

It has been reported by Sessars (1981:6)

> Nine out of ten teenage mothers take their babies home with them instead of releasing them for adoption. This places heavy economic and social burdens on the mother.

Young mothers must be prepared for this new experience and the skills necessary to succeed. Most are not adequately trained and therefore fail (Auletta, 1980). A lack of appropriate education encourages the complications and tragedies of teenage pregnancy and parenting to continue (Sessars, 1981). Palmer (1981) expresses a need for comprehensive services for adolescent parents. A residential setting may be necessary for mothers and infants with no support systems to learn appropriate parenting and independent living skills to ensure success in the community (Palmer, 1981). Adolescent mothers have the potentialfor success. Most have a strong desire to be a good parent and a goal of becoming a contributing member of society.

CHAPTER 3

GOALS AND OBJECTIVES

Goals and Expected Objectives

The overall goal of this practicum was to develop and implement a learning program designed to improve training for adolescent mothers to better prepare them for the task of living independently.

EXPECTED OBJECTIVES:

1. Twenty-four of the 26 adolescent mothers will improve their lifeskills as measured by results of a pretest/posttest developed by the writer.
2. Twenty-four of the 26 adolescent mothers will perceive their lifeskills as improved as measured by the results on the pre/post survey completed by each mother.
3. Twenty-four of the 26 adolescent mothers will be perceived as having improved their knowledge of lifeskills by their casemanager as measured by the results on the pre/post survey.

Evaluation Methods

The pretest/posttest was used as an evaluation technique to show a controlled indication as to how well the information was presented. The pretest gave a baseline of knowledge and permitted the writer to evaluate the effectiveness of the intervention program to improve upon the initial knowledge base of lifeskills. The postest measurements used were as follows:

+ 1 point = improvement
Same Score = no change
- 1 point or more = negative effect

The pre-survey/post-survey was used as an evaluative tool to allow the adolescent mother to subjectively determine their individual perceptions of their understanding of lifeskills. It permitted the young woman the opportunity to realize how her knowledge base had developed. The pre-survey/post-survey was used as an evaluation tool to permit the young mother's casemanager to subjectively determine the adolescent's understanding of lifeskills.

Chapter 4

SOLUTION STRATEGIES

Information Collection

It has been said that "learning to live independently is a lifelong process" (Griffen 1985:1). Griffin (1985) stated the public welfare system had not adequately stressed the need to develop skills which promoted self-sufficiency in adolescents leaving the foster care system. The focus appeared to have been, instead, an attempt to foster dependence and a sense of security with foster care or group care staff.

The move into independence highlighted separation anxiety among all adolescents. Most young people faced this challenge with a background of family love and support (Mauzerall, 1983). Adolescents in the foster care system usually had no such base. They experienced low self-esteem and needed assistance in learning to live independently. Mauzerall (1983) had found that young people planning for the transition in adulthood required intensive support and training in order to be successful.

Solution Strategy

The writer proposed to take a group educational and experimental training approach to the problem of preparing adolescent mothers to live independently. This strategy was chosen because the literature indicated greater success in training adolescents for independence when they learned as a group (Festinger, 1983). The writer planned to provide an eight week training curriculum which included various aspects of daily

lifeskills. The writer planned to involve the community in the groups to discuss the skills necessary to live independently. A nutritionist, nurse, home economist and several other professionals assisted in the implementation of this training program. A young mother who had succeeded in transitional living also presented a training. Festinger (1983) cited greater cooperation and learning when professionals and successful youth provided the training. A log was kept to allow for unexpected changes in the training.

Implementation Plan

A curriculum was developed by the writer (Appendix A:15); individual professionals in the community to be involved during each of the eight sessions were contacted; cooperation of the teacher and teacher's aide in the agency during the implementation phase were requested; written consent was secured for participation (Appendix B:16) from each parent/guardian of the young mothers prior to the implementation of the training program.

A pretest - posttest was developed by the writer (Appendix C:17). The writer assured that the pretest/posttest could be clearly understood and taken by the adolescent target population. An increase in one point indicated improvements, O indicated no change and minus one point or more indicated a negative effect. The writer also developed a pre-survey post-survey which was completed by each young mother and her case-manager (Appendix D:24). It rated the young women on a scale of 1-5 related to their perception of their lifeskills abilities in eight areas.

In the implementation plan, the writer followed a calendar plan.

November 28, 1988	. implementation of pretest to adolescent mothers . implementation of pre-survey to adolescent mothers and casemanagers . verify dates, program context with community presenters . confirm teacher's aides' cooperation with training strategy
December 3, 1989	. reviewed pretests and pre-surveys
December 9, 1988	. begin training with adolescent mothers on transportation
December 15, 1988	. training with adolescent mothers on money management
December 21, 1988	. training with adolescent mothers on employment
December 30, 1988	. no class - Christmas break
January 6, 1989	. training with adolescent mothers on obtaining community services and evaluation of need for midcourse corrections
January 13, 1989	. training with adolescent mothers on home maintenance
January 20, 1989	. training with adolescent mothers on meal preparation
January 27, 1989	. training with adolescent mothers on housing

February 3, 1989 . training with adolescent mothers on leisure time activities

February 10, 1989 . implementation of postest to adolescent mothers

. implementation of post-survey to adolescent mothers and casemanagers

. wrapup and recommendations from adolescent mothers as to how program could be improved

Data collection procedures included the pretest/posttest and a pre-survey/post-survey form completed by the young mothers and their casemanager.

In order to monitor progress of the implementation plan, the writer reviewed pretest and pre-survey results. The writer participated in all training sessions to monitor acceptance and participation in the presentations. The writer met weekly with the Teacher's aide to review the training program. The writer also talked with each young mother to determine her feelings about her own progress.

The writer projected the implementation plan would improve the training for adolescent mothers to prepare them to live independently. The writer expected the young mothers would exhibit a better understanding of their role in a transitional living setting.

Chapter 5

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The overall goal of the practicum was to develop and implement a learning program designed to improve training for adolescent mothers to better prepare them for the task of living independently. The writer felt this goal was adequately met because all expected objectives were achieved. Eighteen of the twenty participants showed improvement in their lifeskills as measured by the pretest/posttest developed by the writer. In the review of the pre-survey/post-survey completed by the young mothers, nineteen of the twenty young mothers indicated their perception of their lifeskills had improved. The casemanagers perceived that eighteen young mothers, on their caseloads, had improved their lifeskills through participation in the program.

The results of the pretest/posttest indicated that eighteen of the twenty adolescent mothers improved their lifeskills, one mother showed no improvement and one mother exhibited a negative effect (Appendix E:29). Of the eighteen adolescent mothers who indicated an improvement in lifeskills, fourteen improved by two or more points and four improved by one point.

The pre-survey/post survey was a subjective evaluation of how the young mothers perceived their own lifeskills. The results of the eight survey questions were averaged to give an overall lifeskills rating. Nineteen young mothers indicated an improved perception of their lifeskills, while only one indicated she did not feel her lifeskills had improved (Appendix F:30).

To further validate the subjective results of the pre-survey/post survey, the casemanagers perceived an improvement in the lifeskills knowledge of eighteen of the adolescent mothers (Appendix F:30).

Thirteen adolescent mothers perceived their lifeskills to be higher than their casemanagers rated them on the presurvey, while on the post survey eleven adolescents rated their lifeskills' abilities higher than their casemanagers had rated them. Two young mothers felt their lifeskills were lower than their casemanagers perceived them to be, while in five situations, the adolescent mother and the casemanager had the same perception of their lifeskills abilities. The post-survey indicated that five adolescent mothers were perceived by their casemanagers as having improved to the same level as they had rated themselves.

CONCLUSIONS

The young mothers responded well to the group educational approach. They did learn better as a group as stated by Festinger (1983). The writer felt learning was enhanced in the group setting because the young mothers had similar questions which were asked by various members of the group. The peer pressure to listen and learn was very evident within the group.

The young mothers also responded very well to the community speakers. They exhibited respect for the individuals and asked numerous questions. The young mothers saw these community leaders as successful in their field and much more capable of preparing them for the task of living independently.

The single young woman who, herself, had been successful in transitional living, made a major impact on the group. She was able to share, first hand, the realities of single parenthood and the will necessary to become successful. All twenty participants thanked the presenter and verbalized a feeling of hope for their individual situations.

The group was very dynamic and interested in becoming prepared to live independently. They verbalized many fears and asked many valid, valuable questions. The writer felt the young mothers involved in the group, not only exhibited improved lifeskills as evidenced by the pre/posttest, but improved their self-images and how others perceived their lifeskills through their participation in the group. As Festinger (1983) had indicated, greater cooperation and learning was evident through the use of professionals and successful youth who presented the strategy.

RECOMMENDATIONS

The following recommendations were developed after the conclusion of the teaching strategy and discussion with the adolescent mothers, presenters and the teachers aide.

1. When working with adolescent mothers, one must plan for attrition. Six of the original participants left care before the completion of the teaching strategy due to semester change and a return to their home community.
2. The learning program should be extended to sixteen weeks to include an increased emphasis in the areas of money management, employment and living alone.

3. The community presenters should be encouraged to do more active group work with the adolescent mothers (i.e. resume writing). The actual experience of doing the activity reinforced the task and the young mothers exhibited increased retention.
4. The learning program should include an independent living skills checklist to be completed before a participant has completed the program. This would involve childcare worker staff for purposes of demonstrating learned lifeskills tasks, but would reinforce the lifeskill taught in class.

The adolescent mothers involved in the learning program recommended the program be incorporated into agency curriculum in an expanded form. This practicum proposal was accepted by the agency as part of the lifeskills training, but plans were made to incorporate the recommendtaions into the learning program.

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APPENDICES

Appendix A

LIFESKILLS TRAINING
CURRICULUM

1. Obtaining Services
   - A. Medical
   - B. Repair
   - C. Utilities
   - D. Emergency assistance

2. Transportation
   - A. Bus Schedules
   - B. Drivers License
   - C. Costs of Car Ownership

3. Money Management
   - A. Budgeting/Prioritizing
   - B. Savings Accounts
   - C. Checking Accounts
   - D. Paying bills

4. Employment
   - A. Application
   - B. Resume writing/Cover letter
   - C. Interview

5. Housing
   - A. Apartment hunting
   - B. Initial costs/Utilities
   - C. Tenant/Landlord Rights & Responsibilities

6. Meal Preparation
   - A. Grocery shopping
   - B. Menu planning/Nutrition
   - C. Recipes/Kitchen experience

7. Home Maintenance
   - A. Housekeeping
   - B. Laundry

8. Leisure Time
   - A. Low cost activities
   - B. Parent/Child activities

Appendix B

Participant/Parent/Guardian
Consent Form

I understand that I am being adked to allow my daughter/guardian/self_____ to participate in a practicum study entitled "Implementation of a Learning Program to Train Adolescent Mothers to Live Independently." This practicum will be used to fulfill the requirements of a Masters Program at Nova University by the writer.

The purpose of the practicum is to help young mothers to better understand the lifeskills necessary to live independently. The practicum will be conducted for ten weeks and will involve the completion of a pretest/postest, pre-survey/post-survey and eight weekly sessions to discuss various lifeskills.

Involvement in the practicum is voluntary. Any participant may withdraw at any time. All information collected will be kept as confidential as legally possible.

_____ _____
Parent/Guardian/Date Writer/Date

Appendix C

LIFESKILLS
PRETEST/POSTEST

Directions: Please circle the correct answer.

OBTAINING SERVICES

1. When calling your doctor about your sick child you:
   A. Give child's name, age, temperature, symptoms.
   B. Give your name and wait for the doctor to ask questions.
   C. Say your child is sick, has fever and ask what to do.

2. When you want to have utilities turned on you must:
   A. Call the utility companies and tell them what date you want them turned on.
   B. Contact the utility company, pay necessary deposits and schedule appointments for turning utilities on.
   C. It is the landlords' responsibility to get all utilities turned on.

3. When you have an appliance repaired, you should give the following identifying information:
   A. Driver's license and two credit cards.
   B. Brand name, serial number, model number, date of purchase, etc.
   C. Birthdate, color of eyes, color of hair, weight, etc.

4. Calling the "O" operator in an emergency is:
   A. The best way to get help.
   B. The quickest way to get an ambulance.
   C. A waste of time.

5. Emergency telephone numbers should always be:
   A. In plain view of the phone.
   B. Used frequently.
   C. Memorized.

6. Before you leave the doctor's office, you should:
   A. Demand that you are seen on time.
   B. Understand what your illness or condition is and how it will be treated.
   C. Find out the name of your doctor.

TRANSPORTATION:

7. When trying to read a bus schedule you must:
   A. Only know where the bus stop is located.
   B. Know departure time, arrival time and location of stop.
   C. Ask someone when the next bus comes.

8. If you use the bus as a regular form of transportation you can:
   A. Buy a monthly bus pass at a reduced rate.
   B. Only pay when you ride the bus.
   C. Ride for free at special times each week.

9. To get a valid driver's license you must:
   A. Be fifteen years old and pass a writen test.
   B. Buy your license for $25.00 at the State Police Barracks.
   C. Be sixteen and take both a written and oral drivers test in order to be licensed to drive.

10. A driver's license is renewed every:
   A. Five years and has a renewal fee attached.
   B. Ten years, but is paid only once.
   C. Five years and is free after passing the test.

11. When considering the cost of owning a car you must figure cost of:
   A. Gasoline and oil.
   B. Payments and insurance.
   C. Gasoline, oil, insurance and maintenance.

12. If you own your own car, you:
   A. Must have car insurance.
   B. Don't really need insurance.
   C. Hope the other driver is covered by insurance and drive defensively.

MONEY MANAGEMENT:

13. When you have $400 per month to live on:
   A. You spend as you want and don't worry about tomorrow.
   B. You consider the monthly income and you live on a budget, but can leave monthly expenses unpaid to buy new clothes.
   C. You live on a budget, planning for expenses based on the money you have coming in each month.

14. A budget should include:
   A. Rent, utilities, food, personal care items, infant needs and recreation.
   B. Rent, food, activities and baby clothes/toys.
   C. Cigarettes, junk food, clothing and records.

15. When you open a savings account, you must:
    A. Deposit whatever you want.
    B. Deposit at least $10.00
    C. Deposit no money, but sign the necessary forms.

16. When you have a checking account you:
    A. Can write checks for any amount as long as you have checks.
    B. Can write checks before the money is deposited and credited to your account.
    C. Can write checks only after your money is deposited and only for amounts less than the balance of your account.

17. In order to open a checking account, you:
    A. Must have a minimum balance in your account and pay for your checks to be printed.
    B. Get free checks and don't have to maintain a minimum balance.
    C. Need to have your parents consent and signature.

18. You should pay your bills:
    A. When you want.
    B. As soon as they arrive.
    C. By the date due posted on the bill.

EMPLOYMENT:

19. When filling out an application, you:
    A. Should fill it out the best you can, but don't write down if you were fired.
    B. List fake jobs to make it look as if you are very experienced.
    C. Be honest and fill out the application completely.

20. A personnel manager is someone who:
    A. Arranges social events.
    B. Is in charge of a department store.
    C. Is usually in charge of hiring people.

21. Hiring decisions are based on the:
    A. Oral interview.
    B. Oral application and written interview.
    C. Oral interview and written application.

22. A sweatshirt and jeans aren't the best kind of clothing to wear for an interview because:
    A. Your interviewer might be wearing the same sweatshirt.
    B. Sometimes its too hot for sweatshirts and jeans.
    C. If you want to be an employee, you should dress like one.

23. It is important to ask questions during an interview so you can:
    A. Find out all about the job.
    B. Learn all the company gossip.
    C. Show off.

24. A "resume" is:
    A. A brief summary of a person's employment and education background.
    B. Something to eat.
    C. An application form.

25. An "employment objective" is:
    A. A statement of the kind of work an applicant wants to do.
    B. A summary of a person's background.
    C. A list of the job's an applicant has had.

HOUSING:

26. When looking for an apartment, you first:
    A. Decide where you want to live.
    B. Decide how many rooms you want and where you want to live.
    C. Consider how much money you have for rent and utilities and then review the available apartments within your budget.

27. After you find an apartment, you:
    A. Move in.
    B. Discuss the rent and payment date and move in.
    C. You discuss leases, deposits, cost of utilities and find out how soon the apartment will be available.

28. When thinking about start-up costs for an apartment you should consider:
    A. Rent, utilities, security deposit, utility deposits, appliances and furniture.
    B. Rent, utilities and furniture.
    C. Rent and how much money you need to have your first party.

29. Which items are the landlord's responsibilities?

A. Adequate heat	_____	F. Weatherproof room	_____
B. Working plumbing	_____	G. Pet area	_____
C. Windows	_____	H. Yard	_____
D. Working locks	_____	I. Fire safety	_____
E. Fireplace	_____	J. Electricity	_____

30. Which items are a tenants responsibility?

A. Noise levels	_____	D. Rent payment	_____
B. Daily upkeep	_____	E. Furnace repairs	_____
C. Plumbing repair	_____	F. Sidewalk upkeep (Snow shoveling)	_____

MEAL PREPARATION:

31. The 4 food groups are:
    A. Milk, meat, fruit, vegetable
    B. Meat, fruit-vegetable, grain, others
    C. Milk, meat, fruit-vegetable, others
    D. Milk, meat, fruit-vegetable, grain

32. A nutritionally adequate diet:
    A. Requires you to get your nutrients from pills.
    B. Provides enough of the nutrients the body needs.
    C. Is a weight-loss diet.
    D. All of the above.
    E. None of the above.

33. Which of the following affect the price of food in a grocery?
    A. Food damaged or stolen by consumers or employees.
    B. Labor costs.
    C. Power bills.
    D. All of the above.
    E. None of the above.

34. When planning a menu, keep in mind all of the following, EXCEPT:
    A. The nutrient contributions of the food.
    B. The size and age of those eating.
    C. Whether those invited are left- or right-handed.
    D. Each person's food likes and dislikes.

35. Match the food grouping with the recommended number of servings for teenagers. (Answere can be used more than once.)

a.	_____	Milk group	A. 0
b.	_____	Grain group	B. 1
c.	_____	Others	C. 2
d.	_____	Fruit-vegetable group	D. 3
e.	_____	Meat group	E. 4

36. If someone stole a candy bar that costs the store 20cents, how much would the store have to sell to make up for that loss?
    A. $2.00
    B. $20.00
    C. $1.00
    D. $10.00

HOME MAINTENANCE:

37. When doing laundry, you:
    A. Wash everything together.
    B. Sort laundry by color and temperature of water necessary.
    C. Sort laundry by washing your and your child's clothes separately.

38. Laundry soap is used by:
    A. Measuring according to soap directions.
    B. Opening the box and pouring some in.
    C. The adage of if a little works, a lot works better.

39. When using a dryer:
    A. All clothes dry at the same temperatue and time.
    B. Read clothing labels before placing in dryer.
    C. Permanent press clothes may be left in after the cycle is complete because they won't wrinkle.

40. Dishes should be washed:
    A. After each meal.
    B. Once per week.
    C. When there are no more clean dishes.

41. To clean your room means:
    A. To put your clothes away.
    B. To dust.
    C. To dust, mop, put all items away, wash/dry bedlinens.

42. It is a good habit to designate:
    A. The same day each month to clean.
    B. The same day each week to clean.
    C. No day, just do it when you can.

LEISURE TIME:

43. Low cost leisure activities may include all except:
    A. Use of the library.
    B. Use of local parks.
    C. Membership in the YMCA.

44. Good parent-child activities include all except:
    A. Watching MTV.
    B. Reading.
    C. Taking walks.

45. When budgeting for leisure time activities the following is an appropriate amount:
    A. $100/month
    B. $75/month
    C. $20/month

46. Most infants enjoy:
    A. Special time each day with their parent to do something together.
    B. Time alone to just watch others.
    C. Being placed in a playpen and left alone.

47. Exercising your child's arms and legs daily is a good use of leisure time because:
    A. It is a time you can spend together.
    B. It gives your body some exercise.
    C. It's better than watching TV.

48. Of the following who should be considered when planning leisure time activities:
    A. You.
    B. Your child.
    C. You and your child.

OTHER:

49. Answer these addition problems:

56	98	91	8	15
+47	+75	+22	+ 7	+45

50. Answer these subtraction problems:

96	85	13	77	62
-47	-79	- 2	-64	-37

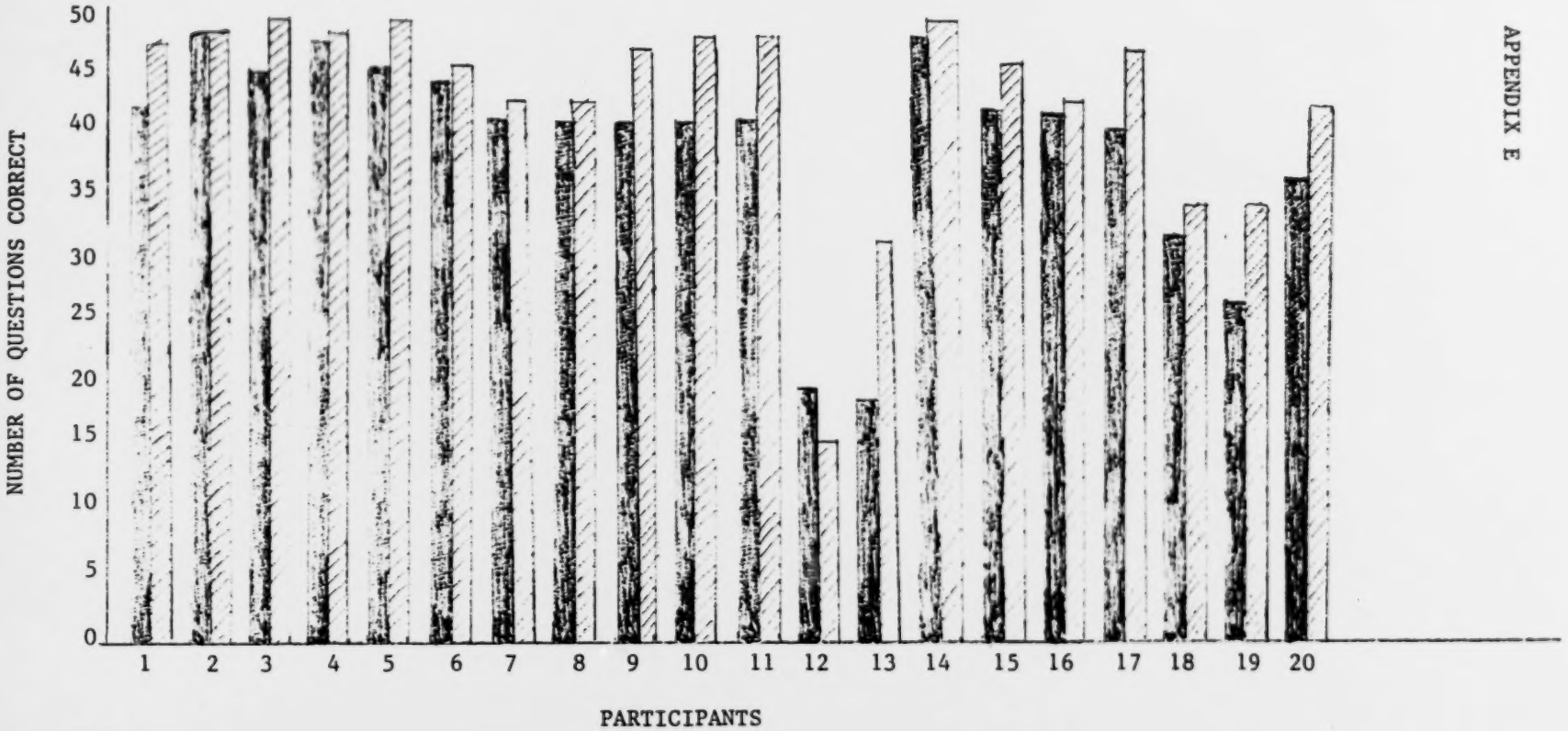
Appendix D

PRE/POST SURVEY OF INDIVIDUAL LIFESKILLS

DIRECTIONS: PLEASE RATE YOURSELF OR CLIENT 1-5 WITH 1 BEING VERY LITTLE KNOWLEDGE AND 5 BEING GOOD KNOWLEDGE.

1.	The adolescent mother has an understanding of how to obtain needed community services.	1	2	3	4	5
2.	The adolescent mother has an understanding of transportation and associated costs.	1	2	3	4	5
3.	The adolescent mother understands money management including budgeting, savings/checking accounts and how to pay bills.	1	2	3	4	5
4.	The adolescent mother understands the process of attempting to secure employment.	1	2	3	4	5
5.	The adolescent mother has an understanding of how to secure housing and associated costs.	1	2	3	4	5
6.	The adolescent mother has an understanding of meal preparation including nutrition, shopping and planning menus.	1	2	3	4	5
7.	The adolescent mother has an understanding of how to maintain her home and personal property.	1	2	3	4	5
8.	The young mother has an understanding of how to use leisure time constructively.	1	2	3	4	5

LIFESKILLS PRETEST/POSTEST RESULTS



APPENDIX F

PRE-SURVEY/POST-SURVEY AVERAGED RESULTS

ADOLESCENT MOTHER	INDIVIDUAL PRESURVEY AVERAGE	INDIVIDUAL POSTSURVEY AVERAGE	CASEMANAGER PRESURVEY AVERAGE	CASEMANAGER POSTSURVEY AVERAGE
1	3	4	2	3
2	4	4.5	2	2
3	4	5	2	3
4	3.5	4	3	4
5	3.5	5	3	4
6	3	3.5	2	3
7	3	4	2	3
8	3	4	2	3
9	3	5	3	4
10	2	3	4	5
11	3	4	2.5	4
12	2	2	1	1
13	1	2	1	2
14	2	3	3	4
15	3	4	2	3
16	2	3	2	3
17	2	4	2	3
18	1	3	1	3
19	1	2	1	2
20	2	3	2	3